DOCUMENT RESUME

ED 341 489 PS 020 278

AUTHOR Hoodecheck, Jeanne; Kearns, Ellen
TITLE PAT Program Description. Parent-Child Programs. District 742 Community Education's Early Childhood Family Education Project Revised .
INSTITUTION Saint Cloud Independent School District 742, Minn.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
PUB DATE 90
NOTE 38p.; For a related document, see PS 020 279.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Budgets; Child Rearing; *Community Programs; Demonstration Programs; Early Childhood Education; *Family Programs; Models; *Parent Child Relationship; *Parent Education; *Parents as Teachers; Program Effectiveness; Program Implementation; Public Relations; Young Children
IDENTIFIERS Preschool Education; *Project PAT MN; Saint Cloud School District MN

ABSTRACT

Project PAT (Parents Are Teachers), a program for parents and their children from birth through 3 years, is described. PAT is a nationally validated Title III, Elementary and Secondary Education Act demonstration project in the St. Cloud Community Schools district of Minnesota. The focus of PAT is the quality of the parent-child relationship and the development of a competent, resourceful child. Since 1984, PAT has been part of the American Vocational Association's efforts to disseminate information nationally about approved early childhood-parent education projects. This report outlines the program's philosophy and goals, including an approach for working with both parents and children. An overview of the program includes a description of the three primary components: play, observation, and discussion group. Also included is information on activity kits, home visits, and how the program works. A summary is included in an evaluation of Project PAT that shows the program to be highly effective in increasing parents' knowledge of infant development and in enhancing their supportive interactions with their children. PAT curriculum materials are described, including at-home activity kits and filmstrips. Suggestions are provided for establishing a similar project site elsewhere and for promoting community awareness. An implementation budget is given, along with criteria for the adoption of PAT in other locations. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED341489

PARENT-CHILD PROGRAMS

District 742 Community Education's
Early Childhood Family Education Project

PAT
Program Description

PS 020278

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jeanne C. Hoodecheck
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DISTRICT 742 COMMUNITY SCHOOLS
District Administration Office
628 Roosevelt Road, St. Cloud, MN 56301 (612) 253-9333

CLEAR LAKE · CLEARWATER · COLLEGEVILLE · LUXEMBURG · PLEASANT LANE · ST. AUGUSTA · ST. CLOUD · ST. JOSEPH · WAITE PARK

BEST COPY AVAILABLE

A Nationally Validated Title III, ESEA Developer/Demonstrator Project
American Vocational Association Parenthood/Child Development
Dissemination Project

PROJECT PAT

Copyright 1987 by District 742 Community Schools
All rights reserved.

The State Board of Vocational Technical Education, the State Department of Education do not discriminate on the basis of race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance or disability.

District 742 Community Schools

Parent-Child Programs

Project PAT (Parents Are Teachers)

Washington Early Childhood Center
820 8th Avenue South
St. Cloud, MN 56301

Superintendent of Schools:	Ronald Jandura
Director of SCTC Adult Education:	Robert Larson
Director of Community Services:	Diana Kasper
Parent-Child Programs Manager:	Jeanne C. Hoodecheck
Special Needs Coordinator:	Jacqueline M. Adamek
PAT Dissemination Trainer:	Ellen Kearns
Programs Secretary:	Chris Hatch

Funds for the development of Project PAT were provided by
District 742 Community Schools, St. Cloud, Minnesota
THE BUSH FOUNDATION, St. Paul, Minnesota
THE W. K. KELLOGG FOUNDATION, Battle Creek, Michigan
Minnesota State Department of Education,
Division of Vocational Technical Education

Funds for the dissemination of Project PAT were provided by
THE W. K. KELLOGG FOUNDATION

St. Cloud District 742 Community Schools. All rights reserved.
Revised 1990

PAT PROGRAM DESCRIPTION

Table of Contents — Page

A TIMELINE - PAST, PRESENT. 1

PHILOSOPHY AND GOALS. 5

WORKING WITH PARENTS. 8

WORKING WITH CHILDREN 9

A PROGRAM OVERVIEW. 10

HOW THE PAT PROGRAM WORKS 14

EVALUATION OF PROJECT PAT 15

PAT CURRICULUM MATERIALS. 18

PAT ENVIRONMENT 20

GETTING A REPLICATION SITE STARTED. 22

SET-UP BUDGET 25

IMPLEMENTATION BUDGET 27

ADOPTION CRITERIA 30

WHAT WE DO FOR YOU. 32

A TIMELINE - PAST, PRESENT

DISTRICT 742
PARENT-CHILD PROGRAMS

A TIME TO BEGIN

"The home, not the school, is where life-long psychological traits and love for learning develop; we have failed and we continue to fail to equip families to do the job."

Burton White, The First Three Years of Life,
Prentice Hall, 1975

The success, however, with which preschool children can be socialized and educated depends in great part on how well the family culture of the child can be drawn into the educational process along with the school. This accepted axiom of educational psychologists has been the core concept for a nationally unique experimental program in St. Cloud, Minnesota. Research, and application of the research in demonstration centers, has drawn national attention. Title III nationally validated Family Oriented Structured Preschool Activity (FOSPA) for parents and their four and five-year-olds began in District 742 in 1972.

A TIME TO SHARE

In 1975, FOSPA received national validation from the U.S. Office of Education. This was the seal of approval that said the program was effective and could be replicated by other educational agencies. The program became a part of the National Diffusion Network. The task was to disseminate information nationwide and to provide training and materials to replicating agencies. Currently, in 1990, the program is being implemented in 224 sites in 21 states and one foreign country (Israel). The demand for the program continues to grow. Community Education programs, locally and statewide, are requesting training to implement FOSPA. The discretionary funds from Block Grants are being tapped for program replication. Other Adult Vocational sites use FOSPA as a model.

A TIME TO EVALUATE

Locally, the FOSPA program continued to develop. Parent participation was excellent. The program moved from the one-building development site at Seton Hall in St. Cloud to the ten public elementary schools in the school district. Parents were delighted to work with their four and five-year-olds in the program. Their one recurring comment was, "I wish I had known all this when my child was younger."

This need expressed by parents dovetailed with research which became available at this time. The research was very emphatic about the crucial importance of the first three years of life to the total development of the child and their impact on the total life span.

The FOSPA slogan had always been "The Beginning is the Most Important Part of the Work." But it now became apparent that "the beginning" could be redefined.

A TIME TO BEGIN AGAIN

A proposal was written in 1976. Funds were received from Adult Vocational Education, the Bush Foundation of St. Paul, and the Kellogg Foundation of Battle Creek, Michigan. In September of 1977, staff began the development, implementation, and evaluation of a process and a curriculum for a program for parents and their children from birth through three years of age. High Scope Educational Research Foundation of Ypsilanti, Michigan, conducted the evaluation of the program, which is called Parents Are Teachers (PAT).

The focus of PAT is the quality of the parent-child relationship and the development of a competent, resourceful child. The High Scope evaluation showed that PAT parents were more confident in facilitating a positive relationship with their child. PAT children grew in competence.

A TIME TO SHARE AGAIN

Parents in the 90's need support more than ever. Fortunately, human service agencies across the nation recognize this need. There are concentrated efforts to provide programs for parents; the majority of such programs serve parents of children ages newborn through three.

PAT was developed with the conviction that it answered a need, and that the need might generate national interest. The program has focused on providing a sound and proven working model.

In December, 1979, PAT began disseminating with funds from the Kellogg Foundation. Materials were designed to provide information and assistance. A training process was developed and used with sites wishing to replicate. In April, 1984, the American Vocational Association awarded PAT its Parenthood/Child Development Dissemination Project Approval. There are currently sites located in Area Vocational Technical Colleges, Community Education sites, Hospitals, Indian Reservations, Community Colleges and with Social Service programs.

Like FOSPA, PAT has been a resource to others wishing to replicate. As more and more attention is paid to the research, those wishing to implement look to the "tried and true" programs that work.

THE RESEARCH

There is much research and observational data available to convince even the most dubious about the need for early childhood/parent education programs. Some of this research data is available upon request from the Parent-Child Programs.

Perhaps the most valuable research for educators is the follow-up study done by High Scope Educational Research Foundation. This study clearly indicates the "sleeper effect" of early childhood programs when parents have been involved. One of the Parent-Child Programs replica sites in the State of Minnesota was selected for the Harvard Family Research Project. The programs are also currently part of the Minnesota State Department of Education's early childhood family education evaluation project.

A TIME TO QUESTION

Project PAT is a model for others to follow. Certain questions needed to be addressed in considering a broad dissemination of the project:

1. Will the PAT Program developed by Parent-Child Programs in St. Cloud be useful to other Communities and neighborhoods?

   The first PAT replication outside the local St. Cloud community was to a parent/child program on the Minnesota Leech Lake Indian Reservation, and the second was to a child-abuse prevention program in Grand Marais, Minnesota. The third replication was to a predominately white, middle-class suburban setting in the northwest Minneapolis area. The basic tenet of PAT is a universal one: all parents, regardless of their socio-economic background, want the same thing -- to be confident in their positive interactions with their child. In all the above three replication sites, the process of the PAT program was adopted and the curriculum materials and topics were adapted.

2. Is the program relatively cost effective?

   During the development years the program implementation budget was worked and reworked and program components were examined for quality and cost effectiveness. The

yearly cost for 25 two-hour sessions for parents and child is approximately $350. This consists of the 25 week center-based sessions and the use of At-Home Activity Kits and materials.

3. Is Project PAT exportable? That is, is it relatively simple to implement elsewhere?

   Project PAT was developed to simplify the job of working with and supporting parents. PAT can be replicated in a variety of settings within a limited environment. The process, once learned, is easy to replicate, and the materials can be adjusted to meet specific community needs.

4. Are there staff members who could do the training necessary for replication of the program?

   The staff persons who helped develop the PAT project have become highly skilled at working with the adult learner. Since parents are the main focus of the program, such issues as adult development, varying learning styles, and appropriate teaching styles had to be addressed. The staff worked with student teachers and interested community resource groups to teach them PAT methods as the project developed. Therefore, much insight and experience were gained for taking a process and curriculum and teaching it to others.

5. Do the state and national dissemination of the FOSPA program provide enough visibility to also interest others in the PAT project?

   Long before PAT was ready to do any type of dissemination, requests were coming in from other agencies looking for a model of parent education for parents of very young children. These requests were referred to us by the FOSPA dissemination project. We are sure of continued visibility through the FOSPA program. FOSPA is in 24 states and part of the National Diffusion Network (NDN) a network which advertises for and brings together innovative educational programs nationwide.

   In 1984, PAT, along with FOSPA, became part of the American Vocational Association's efforts to disseminate information nationally about approved early childhood-parent education projects.

PHILOSOPHY AND GOALS
FOR
PROJECT PAT
(PARENTS ARE TEACHERS)

Philosophy	Goals
We believe that parents are the most important people in a child's development and that parents want to know how to aid their child's development.	To support the role of parents as their child's first and most significant teachers.
Approaches to educating a child are modeled on basic concepts of child development. At Project PAT, we believe that the early years (birth through three) are the most critical years of development. We view parenting during this period as a challenging vocation that needs support from education.	To discuss principles of human development. To enhance parents' awareness of their own and their child's levels of development.
The family unit, regardless of its size or form, plays a crucial role in the growth of all human beings. It nurtures the growing child and provides support and refuge for adults. Ideally it provides stability as individuals grow and assimilate change.	To help parents create an environment that is in touch with the child's developing sense of trust, sense of separateness, and need for respect. To help parents respect their own needs. To encourage parents to sustain congruent relationships with their children and with their own individual experience.
The child's earliest identity is formed within the family unit. The relationship between parent and the relationship between parents and child are crucial to the child's personality development, emotional and mental health, and eventual cognitive development.	To support the relationship between parents and child. To clarify the ways that parent-child interaction can affect a child's level of achievement. To offer appropriate guidelines for facilitating development.
For parents, childrearing can be an opportunity for growth, through which they can discover their talents and strengths and help their child do likewise.	To offer information on child development and styles of parenting so that parents can evaluate their options.

Philosophy (cont'd)	Goals (cont'd)
The quality of relationships within the family affects the growth of each individual. Mutual respect and enjoyment influence self-esteem, and inner strength and self esteem are transmitted to some extent from parent to child. The child who is enjoyed and accepted by his/her parents develops self-confidence and independence.	To model showing respect for each member of the family. To be open and honest with each family member. To design a non-threatening, non-judgmental, and nurturing environment in which families can experience positive ways of being together.
Every child expresses needs in some way that can be understood by his/her parents. It is important for parents to be able to understand their child's form of communication and to help the child express needs clearly.	To provide support for families to experiment with new forms of behavior and communication. To provide parents with opportunities for learning, observation, and communication skills and for practicing them.
As the child becomes independent and separates from his/her parents, the process of separation challenges parents as well as child. Early experiences with separation can have lasting and lifelong implications. When parents support their child's growing independence, they are building a relationship of trust and acceptance.	To demonstrate ways for parents and children to cope with separation. To show acceptance for the feelings of parents and children during separation. To deal with the feelings and any difficulties that arise during separation. To demonstrate how to cope with feelings of inadequacy and fear of failing.
A child's self-reliance needs to be encouraged. Learning to solve his/her own problems, a child needs hands-on experience with the widest possible variety of materials and media. S/He learns best when s/he can actively explore the environment and the materials in it with the fewest restrictions. Self-reliance can be learned by children and facilitated by parents.	To demonstrate ways parents can allow their children to solve their own problems and gain self-reliance. To help parents be in touch with what types of learning environments are developmentally appropriate for their child.

Philosophy (cont'd)

Parents need to intervene to provide care (diapering, bathing, feeding, affection, etc.), to secure the child's safety, to model gentleness in times of aggression, and to relieve the child if s/he is frustrated beyond his/her level of tolerance. Through observation and sensitivity to their child's cues, parents can learn when their child needs help and when the child can learn independently.

Project PAT attempts to model the qualities essential to developing human relationships. The establishment of open and accepting relationships with each family in the program and between staff members is important. A climate of trust and caring aids personal growth and enables people to be more relaxed, which encourages learning. The staff of PAT supports the growth of parents and child and recognize individual differences in growing. The staff of PAT accepts that people sometimes resist change, and the staff of PAT sees resistance and healthy skepticism as part of growth and learning.

Goals (cont'd)

To help parents direct their observations towards awareness of their child's competence. To provide guidelines for appropriate intervention. To help parents gain self-confidence and acceptance of their own abilities.

To provide a time and a positive environment for parents to meet with other parents for support and idea-sharing. To provide time and information for parent discussions of important issues in parenting and family life:

- sequences of child development
- how children learn
- ways of teaching children
- ways of creating a learning environment at home
- ways of getting information and support for the task of parenting.

To guide these discussions and offer resources for parents to find the answers to their questions. To provide a model that shows a way to be with people--adults and children--that respects individual developmental levels.

WORKING WITH PARENTS

It is important to remember who parents are. They are people who are trying to bring up children responsibly, who get a barrage of conflicting messages about how to do it.

The PAT model provides much-needed support for parents. It offers a climate for relaxation, growth, and enjoyment while trained staff help parents discover--within themselves and their environment--what is needed for the job of parenting. The message from the program is that parents are competent carers for their children.

Competence is based on possessing sound information and appropriate skills. Information is provided in the program content; skills are offered in the process.

The content of the PAT program is explicit. It is topic-oriented and may include information on family systems theory, philosophies of discipline, or "quality time."

The process is the way content is shared. Attention may be focused on concepts of child development, dealing with separation anxiety, or intervening appropriately in child's play. The attitudes staff take toward the parents' learning process are a demonstration of attitudes parents can take with their developing child. The same values of acceptance, straightforward communication, and participative learning are essential.

BEST COPY AVAILABLE

WORKING WITH CHILDREN

It seems necessary to say at once that the main emphasis in the Project PAT program is not working with children. PAT staff focus on working with parents so that they can work with their children.

A significant task that PAT staff has is modeling adult-child interaction. The staff feels they have learned some things worth sharing.

Consultant Magda Gerber, Director of Resources for Infant Educarers (R.I.E.), visited with the staff and commented on what they are doing:

> All educational people use the same words about children. We think we are in agreement and that we are all talking about the same things. I talk to people who say they agree with what I say and think, and I visit their programs, and I am shocked by what I see. Here, you are <u>doing</u> <u>things</u> in what I think of as the right way.

We acknowledge that praise, but also the difficulty Gerber addressed: How do we <u>describe</u> how we deal with children and how we think children should be treated? The words do all sound the same. "Respect the child's competence," for example, or "Take care of the whole child". The words are frequently inspiring and sometimes intelligent but they have little to do with what actually takes place.

We try to address this complex <u>moment</u> in which parent-child interaction takes place. We try to keep focused on a <u>way of being</u> with children, rather than working from a set of prescriptive rules for specific behaviors.

A PROGRAM OVERVIEW

The main focus is always the parent-child relationship. At PAT the expectation is that each parent will find support in working out a balance between his/her own needs and the child's needs. To do this we share experiences, ideas, and observation times. We sort out what works for us and what doesn't work. We can also feel free to share problems because we know it's okay to have problems in the big job of parenting.

Each session is divided into three components: play, observation, and discussion group.

PLAY

During the first component the main topic is "play" -- what it is, how it develops, how individual children do it. It's also a time for trust building.

The second component is:

OBSERVATION

Here the emphasis is on the parents spending time in a quality way by observing the uniqueness of the individual child. The reasons for observing and how to do it are learned. Some of the focuses to watch for and to discuss during these sessions are:

separation from parents
trusting other adults
the child in the environment
the child's social/emotional development

(continued)

The third component is:

DISCUSSION

The curriculum for this component is divided into 15 steps. The emphasis is on developing trust, learning about appropriate interventions, and learning ways of talking with children to help them increase their sense of competency and self-worth.

This is also a time when the parents and staff can zero in on specific topics of interest. A special time is set aside to be apart from the children in a comfortable environment for discussion. The topics suggested for discussion are:

-The environment for children
-Intervening in a child's play
-Child development - how children grow
-The family as a system
-Mothers, fathers, siblings
-Self-esteem - for parents and children
-Communications
-Understanding feelings
-Discipline - the development of self control
-Parenting styles
-The development of assertiveness in children
-Knowing and enjoying the creative child
-T.V. and the family
-Creating a daily balance
-Sexuality
-Dealing with separation and loss
-Community resources

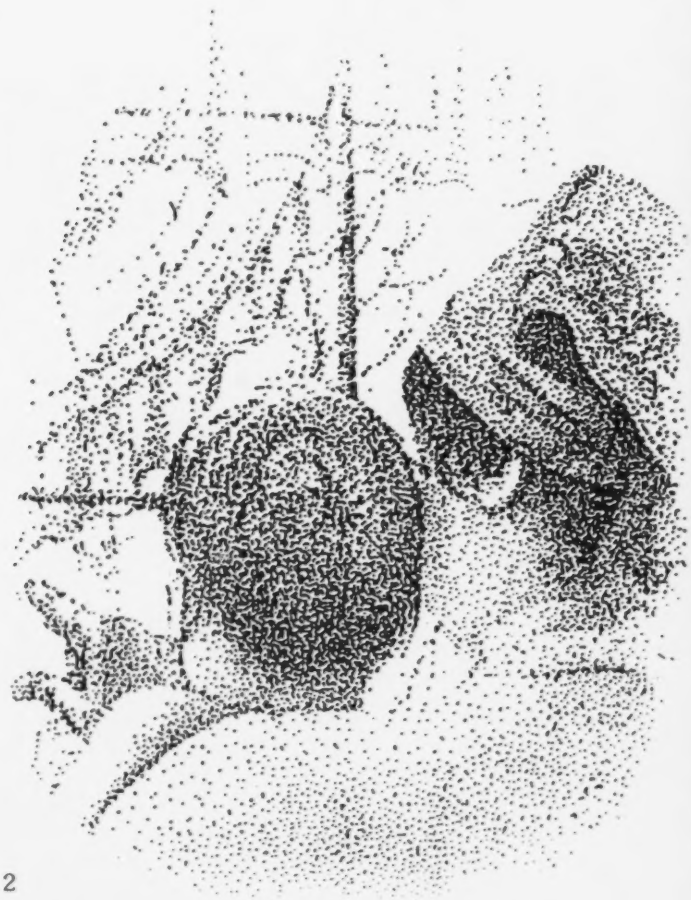
Other topics of interest will undoubtedly rise during the program year. Therefore, the choice of topics remains flexible in order to meet the needs of the greatest number of parents and children.

Staff members are available on a one-to-one basis at the parents' request for additional support.

ACTIVITY KITS

Activity Kits are a way of extending Project PAT activities into the home environment. In the center each week, parents practice how to be with their child. Kits offer concrete materials and ideas for parent-child interaction with an emphasis on what to do with the child.

In the home environment, activity kits offer possibilities for interacting. They allow parents to intervene in a positive way in their child's life.



The staff tells parents that kits should fit into their family life and not vice versa. The process of working with kits always begins with a response to the child's cue. When parents choose a kit during the week, they do so at the moment they and their child demonstrate readiness.

12

HOME VISITOR

The Home Visitor component of Project PAT is an integral link with special needs families and with agencies who serve families with special needs. There is no "typical" family that would require one-to-one time. Families with special needs come from a variety of socio-economic and educational backgrounds. Personal or medical problems may make it impossible for some families to participate in regular group sessions. These families are met with at home until they are able to become part of an in-center group. The goals of the home visitor are to offer support, stimulate motivation, provide education, and help parents with their role as their child's first and most significant teacher. Families who are already attending in-center groups may also request a home visitor for additional support and information in their home environment.

Agencies who serve families with special needs make referrals to Project PAT. The Special Needs Coordinator works closely with these agencies, meeting with their staff on a regular basis and providing inservice training on family education. The referral agencies to Project PAT are social service agencies, public health nurses, Early Childhood Special Education, the County Medical Association, the Mental Health Center, Project Head Start, Hospital Special Services, the Battered Women's Shelter, the court system, and other Human Service Agencies.

BEST COPY AVAILABLE

HOW THE PAT PROGRAM WORKS

Where: Parents of children newborn through three years of age learn through active participation with their children at the Parent-Child Center.

When: The parent and child groups meet weekly for a 25-week period September to May. Groups meet daily Monday through Saturday. Evening groups are held Monday through Thursday to accommodate parents who are not able to come during the day. Staff members are also available on a one-to-one basis at the parent's request for additional support.

How: The groups are divided according to the ages of the children and are staffed by a Parent Educator and an Educational Assistant and/or an Early Childhood Educator. The staff is customarily referred to as "carers" -- persons who "care with ... ". The groups are kept small with no more than eight families in each infant group and ten families per group for twos and threes.

How Much: There is a small fee for participation; scholarships are available on a sliding scale. No family is turned away because of inability to pay.

For Whom: The families who participate come from a variety of backgrounds and have a variety of needs.

Evaluation of Project PAT

Prepared by High/Scope Educational Research Foundation

A SUMMARY

The purpose of this evaluation was to assess whether or not Project PAT successfully helped parents to better facilitate the development of their very young children, infancy through age two. Toward this end, several instruments were used with parents and children, both before and after they participated in the program, to measure changes in parental knowledge of child development, actual parenting skills, and children's growth as learners.

Design

The general design of this study consisted of an examination of pre- and post-program changes in families who participated in Project PAT. The evaluation design used only the participant group to address the general question of whether or not the program was successful in meeting its own goals for parents and children. Success was defined as a significant change in scores from the pre-program to the post-program data collection.

Instruments

Parents' knowledge of early child development and their understanding of how they can facilitate that development was measured with the Infant Education Interview (IEI). Parents were shown sixteen video clips selected to represent a range of appropriate and inappropriate infant activities and mother-infant interactions from birth through age two. After each of the first eight clips, parents answered the question: "What is the baby doing and why?" After each of the second eight clips, they responded to "Would you do the same thing or something different than this mother and why?" Parents' answers were subsequently rated, by trained and reliable coders, to reflect how observant the parents were of infant activities and how sensitive they were to the fit between a mother's behavior and her child's developmental level.

Actual parenting skills at home were recorded using the Parent-Child Interaction Checklist (PCIC), a category system to describe parents' behaviors with their infants and toddlers during routine caregiving activities. Parents were videotaped as they fed and/or diapered their children. Their verbal and physical interactions were then coded into categories of behavior known to either help or restrict the development of young children. Verbal behaviors include giving the child information, questioning the child, ordering or directing the child to do or not to do something, and using sounds to monitor the child's actions. Physical behaviors

include doing things for the child which s/he cannot do alone, doing things to the child instead of allowing him/her to try them alone, sharing activities with the child, and visually monitoring the child's actions. Each verbal and physical behavior is further described according to its affective or emotional tone and whether the parent initiated the behavior or responded to the infant. Finally, in order to capture more global qualities of the observed caregiving situation, Parent-Child Interaction Ratings (PCIR) were completed at the end of the videotape. These ratings describe such dimensions as comfort and safety of the situation, appropriateness of the level of stimulation in the environment, the effectiveness of parents' intervention strategies, facilitation of children's problem-solving activities, and the parents overall sense of enjoyment of the child.

Parenting skills were also observed in the center, during Play Time and Transition. Trained and reliable observers then rated each parent using scales which rate such behaviors as intervention strategies, involvement in the child's play, conversing with the child, setting up appropriate learning experiences and providing feedback, using appropriate problem-solving strategies to meet expectations of both the parent and the child, and preparing the child for necessary separations from the parent. Another set of scales was used to rate parents' attitudes toward childrearing and toward meeting their own personal needs. Comments that parents made during Discussion Group sessions were deemed to reflect their attitude and needs. The development of the Play Time, Transition, and Discussion Group Rating Scales was a joint effort of Project PAT and High/Scope evaluation staff. The content of the scales, therefore, stems directly from the curriculum objectives in each of these program elements.

A final outcome measure for the children was the Bayley Scales of Infant Development (Bayley). Two standardized scores, the Mental Developmental Index (MDI) and the Motor Developmental Index (PDI), were employed in this evaluation. The Bayley was used to assess the young child's development as a learner and to demonstrate that increases in parents' supportive behaviors in turn enhance children's growth. The Bayley was not taken in this study to be a measure of children's aptitude or intelligence.

Conclusions

This evaluation of Project PAT shows it to be a highly effective program for increasing parent's knowledge of infant development and for enhancing their supportive interactions with their very young children. Significant gains by the end of the program may be summarized as follows:

> Parents showed more overall enjoyment and positive feelings towards their children.

Parents responded supportively to developmental changes and increased initiative in their children. They evolved appropriate intervention and limit-setting strategies without overcontrolling their children.

Parents enhanced their verbal interchanges with their children by more often sharing information and asking questions to encourage the child's reasoning.

Parents expanded their physical interactions to more often share activities with their children instead of directing controlling behaviors at or to them.

The above findings justify the conclusion that Project PAT was successful in meeting its overall goal of making parents more confident in positive interactions with their children.

(The full test of the High/Scope Foundation Evaluation Report, including methodology, rating scales, data analysis, and results, is available from Project PAT for a minimal fee.)

BEST COPY AVAILABLE

Teacher's Manual

The Teacher's Manual is a step-by-step guide to the curriculum content and process of the PAT Project. It is intended to facilitate part of the task of replicating Project PAT. The manual begins with the Philosophy and Goals of the program. The section on Working with Parents and Children extends this philosophy into its working application. The Curriculum sets forth a sequential arrangement of program components. Pragmatic matters are attended in sections on "Resources," "Environment", and "Administrative concerns."

Observations, A Parent's Guide

The Observation Book provides a structured way for parents to follow the PAT curriculum and to record their observations about their child as s/he grows and changes. Included are handouts on specific areas of child development and family issues.

At-Home Activity Kits

Activity Kits extend the Project PAT activities into the home environment. The kits offer concrete materials and ideas for parent-child interaction. Each Activity Kit was developed to be within the ability range of children birth through three years of age. There are in all 111 kits which employ the following principles:

. . . active learning

. . . "easy before difficult"

. . . isolation of a skill or concept area

. . . repetition

Activity Kit Catalog

The Activity Kit Catalog is a description of all basic activity kits available from Project PAT for home use. The description of each includes:

. . . a short description of the kit

. . . a written "cue" about the child's readiness behavior

. . . an explanation of the parent role in using the kit

. . . a list of materials needed from the center or at home

Parents use their observational skills and the information in the Activity Kit Catalog to select the kits themselves.

"Growing Together" Filmstrip

This filmstrip is a general overall description of the project. It is useful for awareness sessions, to show to interested community groups, and whenever a public relations job is appropriate.

"Selective Intervention" Filmstrip

This filmstrip explains a method of working with young children that was taught to project staff by Magda Gerber, PAT consultant. It is the method modeled by staff as an example of a respectful way to parent. (New, 1985)

BEST COPY AVAILABLE

PAT ENVIRONMENT - A DEVELOPER/DEMONSTRATOR SITE

The environment at the Parent-Child Programs is designed to provide a model which will give ideas to parents and to persons replicating the PAT Project. The objective was to create an aesthetically pleasing play environment that could be easily replicated by others. Designer Robert Schmitt, who specializes in children's learning environments, consulted with PAT and developed designs for children's play spaces which utilize simple, low-cost, natural materials. The play spaces integrate with the outdoor environment and provide children with opportunities to develop their muscles, their imaginations, and their appreciation for beauty, while at the same time allowing them to creatively interact with materials.

Parents and volunteers from the Day Treatment Center of the St. Cloud Veterans' Hospital participated in the construction of the equipment. The environment was created with the following in mind:

1. Adults do influence the child in the development of the child's aesthetic sense.

2. Adults do want to know ways to create environments that will encourage the total development of the child.

3. Adults are stimulated to create environments for children when they can see equipment and environment models with easy-to-follow instructions for construction.

Observation booths are available in the environment. Parents learn to know their child by observing him/her from inside these booths equipped with screens and one-way shades. Parents may be visible to their child or they may observe unnoticed. It is also a place for visitors to the program and for those going through training to observe program components.

Parents and staff use the PAT Resource Center for PAT orientation and group discussions. This is the space where visitors to the program meet with dissemination staff and where PAT training workshops are held.

Shelves in the Resource Center house the 111 Activity Kits as well as numerous books, pamphlets, and articles on various aspects of child development and family issues. These are all available to parents, staff and persons replicating PAT.

Video tape equipment, a 16 mm film projector, a slide projector, tape player and recorder, and a filmstrip projector are stored and used in the Resource Center. An extensive collection of audio and video tapes, movies, and filmstrips enrich the PAT curriculum and the PAT dissemination process.

In setting up an early childhood family education program it is important to keep in mind that it is not always possible to duplicate the most ideal environment. What is important is to design a space that is both safe, respectful and developmentally appropriate for children, and warm, comfortable, and inviting space for parents.

GETTING A REPLICATION SITE STARTED

FUNDING

The PAT Project in St. Cloud is funded through State Aids and a local levy. Families enrolled in Project PAT are asked to pay a fee. The fee is adjusted to those who are unable to pay the entire fee.

Another good source of funds is Community Education.

STAFFING

The staff necessary to implement Project PAT for approximately 50 families would be a part-time (15 hours/week) parent educator and a part-time carer (an early childhood educator and/or a paid assistant or a volunteer). This estimate is based on eight families per group.

SPACE

The space necessary to implement Project PAT is a children's room environment which is safe and appropriate to the developmental age of the children. Observation of the children can easily be facilitated in one of three ways:

1. By observing right in the room while the children are playing -- this is done by the parent removing him/herself to an inconspicuous place.

2. By observing from behind a screen with one-way shades (Project PAT has the plans for a portable observation booth).

3. By observing from another room through a one-way mirror.

A parent's resource room nearby the children's room can also house parent resource materials and the activity kits. The discussion phase works best when parents and children are separated. This environment should be designed for comfort and should be informal for discussion.

It is not necessary to have space modeled after the St. Cloud PAT Developer/Demonstrator Site environment. Programs can run effectively in very limited environments.

COMMUNITY AWARENESS

Dissemination of information about the Project PAT is essential, especially since participation in the project is totally voluntary. The community at large can be informed about the project and new participants recruited through a well-timed saturation of both print and non-print media.

Timing of publicity is important. A month-long saturation of the media immediately prior to the beginning of the school year, can be effective. Then, as the school year commences, media coverage tapers off, and "word-of-mouth" advertising becomes a top priority awareness tactic. Occasional human interest articles and announcements of activities maintain an awareness throughout the remainder of the year.

The following types of printed material are effective:

Printed flyers - A flyer gives a summary description of the program; it would include such things as cost, location, time, and registration information. A mailing of such a flyer to families of newborn to three year old children (an area census list provides the names of families), would provide a very good publicity opportunity.

Newspaper articles, announcements, advertisements, and letters to editors

Newsletters, church bulletins, newsletters at individual schools, and district wide newsletters

The following types of non-print media are effective:

Radio - coverage on talk shows, on news programs, and in spot announcements

Television - coverage through local programing, on cable television, and in school district announcements

Telephone - A telephone call to inform parents about the program is often a very successful dissemination tactic. The school census indicates which families in the school district have a child of the appropriate age to participate in the program.

ADVISORY COMMITTEE

It is important to establish a group consisting of community leaders, representatives from human services, and parents, as an advisory group. The membership would include those committed to the program's philosophy and goals.

Appropriate goals for this committee would be:

To assist in assessing the need for a parent-child program.

To provide assistance in community awareness and other public relations activities.

To give support with ideas and feedback in order to help implement an effective program.

SET-UP BUDGET

The Set-Up Budget for Project PAT is based on:

. . . 50 families
. . . 24 hours staff training time
. . . 60 hours pre-implementation time

Parent Educator (80 hours @ $15.00/hour)		$1,200.00
Early Childhood Educator (80 hours @ $15.00/hour)		1,200.00
and/or Teaching Assistant (80 hours @ $6.00/hour)		480.00
Fringe Benefits (19%)		287.00
Staff Training Expenses (varies) (travel, meals, lodging)		550.00
*Rental of "Growing Together" filmstrip		15.00
*Purchase of "Growing Together" filmstrip		45.00
Parent-Child Environment:		
Instructional Materials	$ 750.00	
Consumable Supplies	300.00	
Equipment	1,000.00	2,050.00
Parent Resource Room:		
*Activity Kits, 0-2 yr. (2 sets @ $75.00)	$ 150.00	
Activity Kit Materials (2 sets)	280.00	
*Activity Kits, 3 yr. (2 sets @ $45.00)	90.00	
Activity Kit Materials (2 sets)	494.00	1,014.00
Parent and Staff Resource Materials:		
Filmstrips, video tapes, library books, records, etc.		600.00

Parent and Staff Curriculum Materials:

*Teachers Manual (1 copy)	75.00	
*Parent Observation Book (50 @ $15.00)	750.00	
*Activity Kit Catalog	10.00	
*Materials and Cost Book	10.00	845.00
Total Set-up Budget		$ 8,286.00
Cost per Family		$ 165.72

*Items available from PAT

IMPLEMENTATION BUDGET

The Implementation Budget for Project PAT for one year is based on:

. . . 50 families
. . . 25 two-hour groups
. . . 8 in each group
. . . 6 groups meeting each week
. . . 12 hours per week staff contact time
. . . 1 hour per week staff meeting time
. . . 24 hours staff pre- and post-program implementation time
. . . donated space

Parent Educator (400 hours @ $15.00/hour)	$6,000.00
Early Childhood Educator (400 hours @ $15.00/hour) and/or	*6,000.00
Teaching assistant (400 hours @ $6.00/hour)	2,400.00
Fringe Benefits (19%)	2,736.00
Purchase of "Selective Intervention" filmstrip	45.00
Duplicating Materials	350.00
Consultation visit with PAT (varies)	
Total Yearly Implementation Budget	$17,531.00
Cost per Family	$ 350.00

*The salary figures are based on a model with a parent educator, an early childhood educator, and a teaching assistant. Most programs run effectively with only two staff people.

A certain percentage of the Parent Educator's salary is reimbursable from Adult Vocational Education if the staff person is licensed in consumer homemaking or another area approved by the State Department of Education, Division of Vocational Technical Education. If you need more information call:

(in Minnesota)	Supervisor of Adult Education (612) 296-6516
(in all other states)	Supervisor of Adult Education State Department of Education Capitol, Your State

SET-UP/FIRST YEAR BUDGET
(Effective July 1, 1989)

Staff Hours

The staff will receive training, participate in outreach activities, prepare materials, and teach groups. (A group is assumed to be ten to twelve families, meeting twenty-five weeks for two hours per week.)

Program Coordinator	100 hours
Parent Educator	54 hours/group
Early Childhood Educator	54 hours/group
Staff hours for training (2-day training)	16 hours/staff member

Training and Replication Costs

In St. Cloud

Two-day FOSPA Training	- $102/person - $75 per agency for program manuals (includes FOSPA Teacher's Manual)
Three-day PAT/FOSPA Training	- $175/person - $150 per agency for program manuals (includes FOSPA Teacher's Manual and PAT Teacher's Manual)

In Minnesota, Outside of St. Cloud

Two-day FOSPA Training	- $650 (maximum 25 people) - travel expenses and per diem of Trainer - $75 per agency for program manuals - $2 per participant for handouts, resource lists, etc.

Three-day PAT/FOSPA Training	- $900 (maximum 25 people) - travel expenses and per diem of Trainer - $150 per agency for program manuals - $2 per participant for handouts, resource lists, etc.

Out-of-State (not Minnesota)

Two-day FOSPA Training	- $850 (maximum 25 people) - travel expenses and per diem of Trainer - $75 per agency for program manuals - $2 per participant for handouts, resource lists, etc.
Three-day PAT/FOSPA Training	- $1,125 (maximum 25 people) - travel expenses and per diem of Trainer - $150 per agency for program manuals

CRITERIA FOR ADOPTION OF PAT

GENERAL CRITERIA

Project PAT can be implemented by any agency dedicated to early childhood/family education. Since the project curriculum involves a developmental-interactive approach of working with parents and children, it is not meant as a short course on parenting. Instead, replicating agencies should implement the project in its entirety. The replicable components of the PAT project are:

1. Play - parents and child play together in an environment set up with the child's developmental needs in mind, and debrief each experience.
2. Observation - parents observe their children interacting with each other, the environment and a staff carer, and they discuss these observations.
3. Discussion - parents debrief their in-center experiences and have structured discussion time on topics relating to their parenting interests.
4. At-Home Activity Kits - parents facilitate their child's development at home using the at-home activity kit.
5. Resource Library - parents and staff have access to current books and articles on child development, parenting, and family issues.
6. Home Visitor - in cases where there is a special need, parents can have one-to-one time in their own home.

The following combinations of replicable components would be considered an adoption:

1,2,3,4,5,6
1,3,4,5,6
2,3,4,5,6
4,5,6
4,6
2,3
1,3

SPECIAL NEEDS

Project PAT's curriculum places careful consideration on a process of working with parents and young children. It is a process which can be used effectively with all parents and children regardless of their special needs. The content of "Observations ... A Parent's Guide" is simply stated and is appropriate for all parents and it is designed to be added to where necessary. The At-Home Activity

Kits have been developmentally sequenced and have been evaluated for use with all children; they could be especially valuable for handicapped children. The Discussion Group topics list was designed to be flexible and it can be added to as the parents' needs emerge.

Situations arise for which Project PAT is changed somewhat to meet the particular needs of a program or community. Following are some of the ways the program may be adapted:

- -the length of the program may be shortened
- -multi-age groupings of children may be tried instead of single age groupings
- -a day care center might invite parents in twice a month for play, observation, discussion, and use of at-home activity kits
- -an agency might zero in on one age group rather than work with all children ages birth through three years of age.

STAFF TRAINING

In order to replicate Project PAT and use the PAT curriculum staff members must go through staff training.

The persons receiving PAT training are the persons who will actually be working with the groups of parents and children. It is also helpful if the person(s) administrating the replication go through the PAT training.

PAT training workshops are held periodically at the center, or arrangements can be made for a staff trainer to go to the replicating site. The workshops are usually two days long and include:

- -a complete explanation of Project PAT components and curriculum
- -the sharing of a method of working with infants called "Selective Intervention"
- -help in examining some facts about working with the adult learner
- -setting up and implementing the PAT program.

ADOPTION AGREEMENT

Upon completing the PAT training and before ordering materials, the replicating agency is asked to fill out an agreement with Project

PAT. It is an agreement to insure a clear understanding of the responsibilities of PAT and the adopting agency.

Project PAT realizes that no agency will replicate the project exactly. Each situation is unique and the adoption agreement will clearly indicate this uniqueness.

ASSISTANCE AVAILABLE FOR REPLICATING SITES

1. To assist in a decision on replication, the following services are available:

   a) telephone consultation
   b) awareness materials, including filmstrips for rent
   c) observation of demonstration sites
   d) suggestions for possible sources of funding
   e) information about applying for funds

2. After a commitment is made to replicate all or part of the program, the following services are available:

   a) staff training workshops (It is preferable to do trainings at the St. Cloud model site, but if distance is prohibitive, arrangements can be made for training at the adoptive site.)
   b) the opportunity to purchase any or all PAT materials
   c) assistance in community awareness of your program

3. PAT replication sites are provided with the following:

   a) technical assistance by telephone
   b) technical assistance and/or observation at the PAT model site for the staff of the adoptive site, for one year following the training workshop
   c) a follow-up visit to the adoptive site for consultation, if requested by the adopter (expenses paid by adopter)
   d) a newsletter containing information on new and updated PAT materials
   e) invitation to PAT enrichment workshops